

# Worksheet for Determining HQT Status for Special Educators Providing Core Content Area Primary Instruction

This worksheet can be used to determine HQT status for special educators. For classroom teacher, Title I math and Title I reading teacher, and alternative program teacher assignments, please use the *Worksheet for Determining HQT Status for Assignment*. If there is any change in assignment, HQT status for the new assignment should be evaluated.

## *Is the special educator HQT for the assignment?*

*Check if applicable*

**1. Is the special educator providing primary instruction?<sup>1</sup>**

- |    |   |                          |
|----|---|--------------------------|
| A. | Yes. Go to #2.  | <input type="checkbox"/> |
| B. | No. There are no HQT content knowledge requirements for special educators who do not provide primary instruction. | <input type="checkbox"/> |

**2. Does the special educator have the appropriate license for the assignment?**

- |    |   |                          |
|----|---|--------------------------|
| A. | Educator has a valid Vermont educator license (Level I, Level II, provisional, intern, or retired).   | <input type="checkbox"/> |
| B. | License is not an emergency license.  | <input type="checkbox"/> |
| C. | Educator has a special education endorsement (e.g., Special Educator, Consulting Teacher, Intensive Special Education Teacher, Teacher of the Deaf and Hard of Hearing, Teacher of the Blind and Visually Impaired, Director of Special Education, Career and Technical Education Special Needs Coordinator). | <input type="checkbox"/> |
| D. | Endorsement covers the instructional level(s) of the assignment (e.g., grades K – 8, grades K – age 21, grade 7 – age 21).  | <input type="checkbox"/> |

If A, B, C, and D are checked, then go to #3. If not, go to #4B.

**3. Does the special educator have the required HQT content knowledge for the highest grade levels of his/her current students in each core content area in which he/she provides primary instruction?<sup>2</sup>**

- |    |      |                          |
|----|------|--------------------------|
| A. | Yes. | <input type="checkbox"/> |
| B. | No.  | <input type="checkbox"/> |

If A is checked, then go to #4A. If not, go to #4B.

**4. Is the special educator HQT for the assignment?**

- A. Yes. ☐
- B. No. If the school receives Title I money (either schoolwide or targeted assistance), then individual HQT parent notification letters are necessary for each special education student where the educator does not meet both the HQT licensure **and** the content knowledge requirements for the assignment. Please see the *NCLBA Highly Qualified Teacher (HQT) and Paraprofessional Accountability Requirements* document for details on other accountability requirements.<sup>3</sup> ☐

<sup>1</sup> A primary instructional arrangement is defined as one in which the special educator provides the primary instruction in any of the core content areas (English language arts/reading, math, science, and social studies) to one or more students, including instructional planning and assessment of student performance in that core content area. Primary instruction supplants classroom instruction in a core content area, and the primary instruction special educator is typically the teacher of record for that core content area. The instruction may take place in the regular classroom or outside it. *Primary instruction requirements also apply to special educators or SLPs who supervise paraprofessionals who provide primary instruction to special education students in one or more core content areas.*

<sup>2</sup> See the *HQT Licensure & Content Knowledge Requirements for Special Educator Assignments* chart, which is available at <http://education.vermont.gov/licensing/highly-qualified-teacher>.

<sup>3</sup> The *NCLBA Highly Qualified Teacher (HQT) and Paraprofessional Accountability Requirements* document is available at <http://education.vermont.gov/licensing/highly-qualified-teacher>.